

# Town of Lunenburg

Finance Committee:  
Mark Erickson, Chairman  
Brian Laffond, Vice-Chairman  
Martha McDonald, Secretary  
Barbara Reynolds  
John Male  
Scott Gile



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**Lunenburg Finance Committee  
Minutes  
March 15, 2012**

*Mark Erickson*  
3/27/12

Location: Town Hall  
Present: Martha McDonald, Mark Erickson, John Male, Barbara Reynolds, Scott Gile  
Absent: Brian Laffond  
Attendees: Kerry Speidel

- 1) Meeting called to order by the Chairman at 7:00 PM
- 2) Department Budget Presentations
  - Monty Tech - HANDOUT
  - School Department - HANDOUT
- 3) Motion to adjourn at 9:07 PM by BR; seconded by SG; all in favor

Minutes respectfully submitted by Martha McDonald

**RECEIVED & FILED**

**APR 25 2012**

**LUNENBURG TOWN  
CLERK OFFICE**

## MONTY TECH FY2013 TENTATIVE EDUCATIONAL PLAN

LUNENBURG FINANCE COMMITTEE  
MARCH 15, 2012  
7:00 P.M.

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## MISSION STATEMENT

*Every student will graduate from Montachusett Regional Vocational Technical School with the skills, knowledge, and abilities to be a productive and effective member of an ever-changing society.*

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## MONTY TECH AT-A GLANCE 20 VOCATIONAL PROGRAMS

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|-------------------------------|-----------------------------|
| • AUTO BODY/COLLISION REPAIR  | • ENGINEERING TECHNOLOGY    |
| • AUTO TECHNOLOGY             | • GRAPHIC COMMUNICATIONS    |
| • BUSINESS TECHNOLOGY         | • HEALTH OCCUPATIONS        |
| • CABINET MAKING              | • HOUSE CARPENTRY           |
| • COSMETOLOGY                 | • INDUSTRIAL TECHNOLOGY     |
| • CULINARY ARTS               | • INFORMATION TECHNOLOGY    |
| • DENTAL ASSISTING            | • MACHINE TECHNOLOGY        |
| • DRAFTING TECHNOLOGY         | • MASONRY                   |
| • EARLY CHILDHOOD DEVELOPMENT | • PLUMBING                  |
| • ELECTRICAL                  | • WELDING/METAL FABRICATION |




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## ACCOMPLISHMENTS

- Steadily increasing MCAS scores that exceed state average
- Drop out rates declined to 0.4% and Graduation Rates increased to 95.6%
- Before/After School Tutoring: Math/English/Science
- Election of a senior from Monty Tech as national president of SkillsUSA, first time a president of the organization has come from Massachusetts
- State and national award winners in several SkillsUSA competitions
- Student-designed science experiment flown on the Space Shuttle Atlantis
- Student-designed official space mission patch for shuttle
- Hosted "Space Day" with a NASA astronaut
- JROTC Cyber Patriot team defeated 235 teams to advance to the Cyber Patriot National Finals Competition in Maryland

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## CONTINUED INITIATIVES

- **ARTICULATION AGREEMENTS**
  - With Several colleges, universities, technical schools and unions
  - These agreements allow students to accelerate in training programs and receive credit for coursework
- **APPRENTICESHIP AGREEMENTS**
  - Provides graduates an opportunity for accelerated career advancement
- **DUAL ENROLLMENT**
  - Partnership with Mount Wachusett Community College
  - Students who fulfill requirements are able to take a 3-credit college course per semester which are accepted at any Massachusetts State college or university
  - The cost is \$30/course
  - All courses appear on college transcripts and their high school transcript and are weighted as an AP course

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## MONTY TECH GRADUATES

### CLASS OF 2011\*

57% CONTINUED POST-SECONDARY EDUCATION  
(2-4 YEAR COLLEGES)  
5% CONTINUED VOC TRAINING IN CERTIFIED TECH  
SCHOOL PROGRAM  
8% ENLISTED IN THE MILITARY  
23% ENTERED WORKFORCE  
7% UNDECIDED/UNKNOWN

\* VOCATIONAL SCHOOLS MANDATED BY LAW TO PERFORM 1-YEAR FOLLOW UPS ON GRADUATES

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### FY 13 BUDGET GOALS

- Enhance Program of Studies both academically and vocationally
  - Offer AP courses in English
  - Finance Entrepreneurship
  - Management Entrepreneurship
  - Employability (Resume writing, career coaching)
- Provide Pre-AP and AP training and support for instructors in English, Math, Science, and History
- Provide Pre-AP and AP training and support for instructors in English, Math, Science, and History
- Creation of a new after-school STEM (Science, Technology, Engineering, and Math) Club
- Creation of a new after-school art program
- Expansion of cooperative education program, expanding job opportunities for students, by hiring a staff person dedicated to overseeing program
- Curriculum development and professional development on the new Partnership for Assessment of Readiness for College and Careers assessments (PARCC) (the new MCAS)

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### FY 13 BUDGET GOALS (Cont.)

- Sustain student support programs
  - MCAS-Prep Courses: ELA/Math
  - Before/After School Tutoring: Math/English/Science
  - Technology Program: ASSISTments / Study Island
  - Learning Support: IEP/504 plans
  - Co-teaching
- Transform the Library Media Center into a 21<sup>st</sup> Century research center for the school by renovating and improving existing space, hiring a licensed and experienced Library Media Specialist, and substantially expanding the library's electronic and hardbound collection

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### Major Contributing Budget Factors

- **Foundation Enrollment** = # of Students enrolled from district communities + # of students who reside in district member communities who attend other vocational schools (School Choice out) on October 1<sup>st</sup>.
- **Foundation Budget** = Calculated by the State, for each school district, representing the minimum spending level needed to provide an adequate education.

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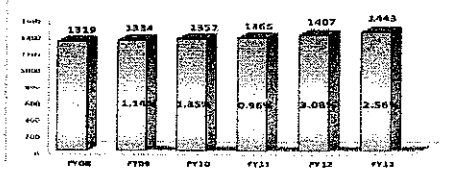
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### FOUNDATION ENROLLMENT

- Total FY13 Foundation Enrollment of 1,443
- Increase in foundation enrollment of 36 students

FOUNDATION ENROLLMENT FY 2006 - 2013  
(October 1 Headcounts)



Monty Tech has experienced over a 9% increase in foundation enrollment from FY 2006 - 2013

### Massachusetts Department of Elementary and Secondary Education FY13 Chapter 70

Regional District Enrollment and Contributions by Member City or Town

#### 032 MONTACUSETT

LEA Member	Foundation Enrollment			Required Minimum Contribution		
	FY12	FY13	Change	FY12	FY13	Change
District Total	1,407	1,443	36	7,025,474	7,615,063	589,579
11 ASHBURNHAM	46	50	4	214,820	264,332	49,512
12 ASHBY	44	41	-3	308,734	308,284	-450
19 ATHOL	122	109	-13	184,745	183,233	-1,512
21 BARRE	36	41	5	205,439	248,727	43,288
97 FITCHBURG	463	412	-51	1,510,720	1,353,652	-157,068
103 GARDNER	195	207	12	727,823	818,045	90,222
125 HARVARD	5	5	0	62,134	64,710	2,576
134 HOLDEN	47	58	11	420,558	504,655	84,097
149 HUBBARDSTON	53	54	1	288,059	298,220	10,161
187 LUNENBURG	64	68	4	804,647	836,478	31,831
234 PETERSHAM	8	8	0	49,708	73,629	23,921
235 PHILLIPSTON	20	18	-2	145,349	132,428	-12,921
241 PRINCETON	14	14	0	175,591	193,457	17,866
255 ROYALSTON	21	21	0	85,675	85,878	203
282 STERLING	53	54	1	243,019	276,315	33,296
294 TEMPLETON	104	103	-1	457,864	506,549	48,685
326 WESTMINSTER	57	62	5	442,411	508,357	65,946
343 WINDHENDON	115	115	0	483,691	526,932	43,241

### Foundation Budget

- Calculated, according to a state formula, the minimum spending level required to provide an adequate education
- Derived by multiplying the District's foundation enrollment numbers by cost rates in eleven (11) functional areas plus additional costs for special education students and low income students
- Adjusted yearly by district to reflect changes in enrollment, student demographics, inflation, geographical differences in wage levels
- Monty Tech's foundation budget per pupil for FY13 has been calculated to be \$14,804.24 (Increase from \$14,163 in FY12)
- For a total foundation budget of \$14,804.24 X 1,443 = \$21,362,521

Example: Lunenburg has a foundation enrollment of 69 students X \$14,804.24/student = \$1,021,493 foundation budget

Massachusetts Department of Elementary and Secondary Education Office of School Finance																			
FY12 Chapter 70 Foundation Budget																			
DISTRICT	First Regular Session Components										Fiscal Year 2012 Totals								
	Adm.	Ed.	Ed.	Ed.	Ed.	Ed.	Ed.	Ed.	Ed.	Ed.	Adm.	Ed.	Ed.	Ed.	Ed.	Ed.	Ed.	Ed.	Ed.
1. Administration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Instruction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Curriculum and Instruction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. State Testing Unit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Professional Development	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6. Information Technology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7. Support and Personnel	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8. Facilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9. Special Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10. Capital Budget and Change	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11. Board of Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12. Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13. Total Available	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

25-AJ-12

**Massachusetts Department of Elementary and Secondary Education  
Office of School Finance**

**Chapter 70 Preliminary FY13  
Regional District Summary**

lee district	lee member city or town	foundation enrollment	foundation budget	minimum contribution	chapter 70 aid	required net school spending
032 MONTAGUSETT	11 ASHBLURHAM	50	740,212	584,332		
032 MONTAGUSETT	12 ASHLEY	41	808,974	508,264		
032 MONTAGUSETT	15 ATRICK	109	1,815,982	103,332		
032 MONTAGUSETT	21 BAURE	41	808,974	508,264		
032 MONTAGUSETT	32 FROTHINGHAM	412	6,099,548	1,533,833		
032 MONTAGUSETT	103 GARDNER	201	3,064,478	818,543		
032 MONTAGUSETT	125 HARVARD	5	74,121	54,710		
032 MONTAGUSETT	134 HOLDEN	53	814,233	504,056		
032 MONTAGUSETT	140 HUBBARDSTON	54	799,429	538,220		
032 MONTAGUSETT	182 LUNEBURG	69	1,021,493	656,476		
032 MONTAGUSETT	234 PETERSHAM	6	118,434	73,629		
032 MONTAGUSETT	235 PHILIPSTON	19	266,476	132,426		
032 MONTAGUSETT	241 PRINCETON	14	207,218	103,407		
032 MONTAGUSETT	253 ROYALTON	21	210,889	89,876		
032 MONTAGUSETT	262 STERLING	54	799,429	538,220		
032 MONTAGUSETT	284 TEMPLETON	108	1,594,836	505,549		
032 MONTAGUSETT	328 WESTMINSTER	87	811,363	504,351		
032 MONTAGUSETT	343 WHITCHENDON	115	1,702,488	528,832		
032 MONTAGUSETT	999 TOTAL	1,443	21,343,821	7,854,093	19,727,418	21,343,821

## FY 2013 Net School Spending Requirement

### NET SCHOOL SPENDING REQUIREMENT

7.31% (\$1,435,825) increase in required net school spending

FY13 Total Required Minimum Net School Spending = \$21,362,521  
(1,443 X 14,804.24)

Net School Spending is the amount of money a district receives through state aid and required minimum municipal contributions. A community's net school spending must MEET or EXCEED the amount established annually by the Department of Elementary and Secondary Education (MGL Chapter 70).

Failure to comply with this requirement may result in non-approval of a municipality's tax rate, enforcement action by the Attorney General, or loss of state aid.

Expenditures not included in the Net School Spending Calculation are:

- Long Term Debt Payments
- Student Transportation
- Capital Expenditures

### WHY THE INCREASE IN NET SCHOOL SPENDING?

- Increased foundation enrollment
- Increased foundation budget per pupil

## FY2013 Net School Spending Requirement (cont)

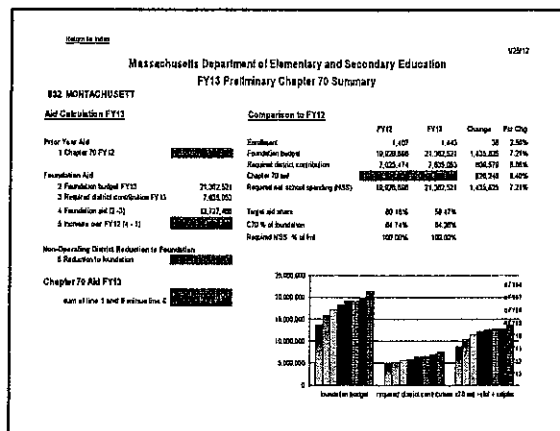
HOW IS THE INCREASE IN REQUIRED NET SCHOOL SPENDING BEING FUNDED?

### STATE AID/REQUIRED DISTRICT CONTRIBUTION

- State Aid Chapter 70 Increased by 5.4% (\$826,246) FY13 = \$13,727,468 up from FY12 of \$12,901,222
- Required Minimum District Contributions Increased in total by 8.68% (\$509,579) FY13 = \$7,635,053 up from FY12 of \$7,025,474
- Required Minimum Contribution from Lunenburg Increased by \$51,529 to a total for FY13 of \$656,476

Required Minimum District Contribution is determined by a state calculation, the amount of money each city town must contribute to its portion of the foundation budget based on the municipality's wealth. The two measures used to calculate a community's wealth are:

- Aggregate Property Value
- Aggregate Personal Income Levels



## FY 2013 Other Anticipated Revenues

### TRANSPORTATION REIMBURSEMENT

- Estimated State Aid Transportation Revenue of \$705,058 increase of \$36,479 from FY12 budget (\$668,579)

### SCHOOL BUILDING ASSISTANCE REIMBURSEMENT

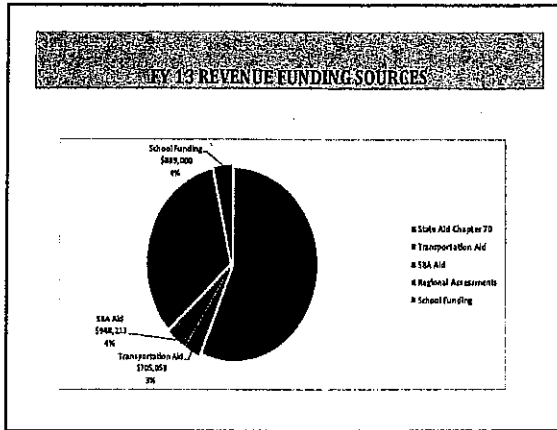
- Remains level at \$948,213

### SCHOOL FUNDS

- \$889,000 of School funds are being used to offset assessments
- E & D \$450,000; School Choice Tuition \$250,000; Non-Resident Tuition \$50,000; Revolving \$139,000

### GRANT FUNDS

- Assumes approximately \$300,000 in grant funds for salaries and benefits



**FY'2013  
BUDGET SUMMARY**

		APPROVED FY2012	PROPOSED FY2012	DIFF
(1) <b>Foundation Budget - Includes School Choice Expenditures</b>		<b>\$21,362,521.00</b>	<b>\$21,362,521.00</b>	<b>\$0.00</b>
LSM	School Choice Expenditures	0	0	0
	Transportation & Other Operating	(1,408,132)	(1,558,847)	(149,715)
	Capital Budget - Equipment	(200,000)	(200,000)	0
	Tuition	0	0	0
	BONDS (Principal & interest)	(1,211,821)	(1,211,821)	(0.00)
(2) <b>Net School Spending</b>		<b>\$18,743,389</b>	<b>\$18,743,389</b>	<b>\$0.00</b>
LSM	Estimated Ch 70	(12,801,222)	(12,777,409)	(23,813)
	<b>REQUIRED MINIMUM CONTRIBUTION</b>	<b>\$18,743,389</b>	<b>\$18,743,389</b>	<b>\$0.00</b>
(3) <b>Transportation &amp; Other Operating Budget</b>		<b>\$1,408,132</b>	<b>\$1,558,847</b>	<b>\$149,715</b>
LSM	Estimated Transportation Aid	(908,570)	(705,054)	(203,516)
	And Other Expense	(712,000)	(853,793)	(141,793)
	<b>NET TRANSPORTATION &amp; OTHER OPERATING</b>	<b>\$1,408,132</b>	<b>\$1,558,847</b>	<b>\$149,715</b>
(4) <b>CAPITAL BUDGET - EQUIPMENT</b>		<b>\$200,000</b>	<b>\$200,000</b>	<b>\$0.00</b>
LSM	Revenue	(200,000)	(200,000)	(100,000)
	<b>NET CAPITAL ASSESSMENT</b>	<b>\$200,000</b>	<b>\$200,000</b>	<b>\$0.00</b>
(5) <b>BONDS</b>		<b>\$1,211,821</b>	<b>\$1,211,821</b>	<b>\$0.00</b>
LSM	SBA	(48,213)	(48,213)	0
	<b>NET BONDS</b>	<b>\$1,211,821</b>	<b>\$1,211,821</b>	<b>\$0.00</b>
	<b>TOTAL ASSIGNMENT (All Budget)</b>	<b>\$21,362,521.00</b>	<b>\$21,362,521.00</b>	<b>\$0.00</b>

**FY13 Tentative Budget**

FOUNDATION BUDGET FY13 - NET SCHOOL SPENDING (14,804.24 X 1443)	\$21,362,521.00
BONDS	1,211,821.00
CAPITAL (includes vehicles, school buses)	280,000.00
TRANSPORTATION	1,478,867.00
FY 13 BUDGET TO MEET MINIMUM REQUIRED NSS REQUIREMENT	\$24,333,209.00



### How is a community's assessment calculated

- Each community's assessment is made up of four (4) parts:
  - Required Minimum Contribution (set by the state)
  - Transportation and Other Operating Expenses above Minimum Net School Spending
  - Capital
  - Bonds

### Required Minimum Contribution

- Determined by state calculation, the amount of money each community should contribute to its foundation budget based on the municipality's wealth. The two measures of a community's wealth are:
  - Aggregate Property Value
  - Aggregate Personal Income Levels

Return to table

1/25/2012

Massachusetts Department of Elementary and Secondary Education  
Determination of City and Town Total Required Contribution FY13

162 LUNenburg

Other City	FY13 Income Tax and Sales	
1) 2010 required reduction	1,232,844.000	12) Required total contribution FY13
2) Property percentage	0.2227%	13) Municipal revenue growth factor (RCGF)
3) Local other than property wealth	4,287,232	14) FY13 preliminary contribution (13 x 14)
4) 2008 income	345,787.000	15) Preliminary contribution per of foundation (150)
5) Income percentage	1.9124%	16) Excess local effort (15 - 16)
6) Local effort from income	5,065,332	17) 10% reduction toward target (17 x 15%)
7) Combined effort yield from row 6)	8,370,364	18) FY13 required local contribution (15 - 16), capped at row 6
8) Foundation budget FY13	15,118,826	19) Contribution as percentage of foundation (18 / 8)
9) Maximum local contribution (82.5% row 8)	12,524,779	20) Preliminary contribution is above the target share:
10) Target local contribution (row 7 or row 9)	8,370,364	21) Shortfall from target (row 19 - 18)
11) Target local share from 10 as % of row 8)	41.17%	22) Added incremental toward target (21 x 1% or 250)
12) Target local share (100% minus row 11)	58.83%	23) Shortfall from target after adding increment (22 - 15 - 23)
		24) FY13 required local contribution (15 x 23)
		25) Contribution as percentage of foundation (24 / 8)

See a listing of all 261 communities

Return to: <b>Massachusetts Department of Elementary and Secondary Education</b> <b>FY13 Chapter 70, Preliminary</b> <b>Apportionment of Local Contributions Across School Districts</b>			
<b>202 LUNENBURG</b>	<b>TOWN/STATE</b>	<b>ADDITIONAL</b>	<b>CUMULATIVE ALL DISTRICTS</b>
<b>Price Year Data (for comparison purposes)</b>			
1 FY12 bondable enrollment	1,578	64	1,642
2 FY12 bondable budget	13,457,817	908,400	14,366,217
3 Each district share of municipality's combined FY12 bondable	83.89%	6.31%	100.00%
4 FY12 required contribution	8,981,851	604,547	9,586,398
<b>Apportionment of FY13 contribution among community's districts</b>			
5 FY13 total unapportioned required contribution (municipal contribution) (line 10 or 24)			9,586,398
6 FY13 bondable enrollment	1,630	88	1,718
7 FY13 bondable budget	14,284,145	1,021,493	15,305,638
8 Each district share of municipality's total FY13 bondable	93.33%	6.67%	100.00%
9 FY13 required contribution (apportioned using line 8 percentages)	9,184,886	656,476	9,841,362
10 Excess Apportionment (if any)			
11 Required district contribution FY13 (line 9 + 10)	9,184,886	656,476	9,841,362
12 Change FY12 to FY13 (11 - 4)	296,935	51,929	348,864

### Transportation, Capital, and Bonds

- **Transportation (Operating)** costs are determined by taking the total projected expenditures for pupil transportation and subtracting estimated state aid transportation reimbursement and any applicable additional school revenues applied to reduce assessments.
- **Capital (Capital)** costs are determined by taking the amount of projected capital expenditures less any applicable additional school revenues applied to reduce assessments.
- **Bonds (Capital)** are the principal and interest portions of the bond payments for school construction less SBA reimbursements

<b>STUDENT ENROLLMENT AND SCHOOL ATTENDING CHILDREN COMPARISONS</b>						
<b>COMMUNITIES</b>	<b>FOUNDATION ENROLLMENT</b>			<b>SCHOOL ATTENDING CHILDREN (GR. 1-12)</b>		
	<b>10-01-10*</b>	<b>10-01-11*</b>	<b>DIFF.</b>	<b>10-01-10*</b>	<b>10-01-11*</b>	<b>DIFF.</b>
ASHBURNHAM	46	50	4	1,054	1,081	27
ASHBY	44	41	(3)	548	497	(51)
ATHOL	112	109	(3)	1,708	1,832	124
BARRE	38	41	3	838	854	16
FITCHBURG	403	412	9	5,691	5,816	125
GARDNER	190	207	17	2,811	2,998	187
HARVARD	5	5	0	1,188	1,120	(68)
HOLDEN	47	55	8	2,198	3,188	990
HUBBARDSTON	53	64	11	876	803	(73)
LUNENBURG	64	68	4	1,850	1,811	(39)
PETERSBURG	5	8	3	188	154	(34)
PHILLIPSTON	20	18	(2)	247	268	21
PRINCETON	14	14	0	686	687	1
ROYALSTON	21	21	0	153	158	5
STERLING	53	54	1	1,374	1,383	9
TEMPLETON	104	108	4	1,297	1,250	(47)
WESTMINSTER	57	52	(5)	1,248	1,242	(6)
WINCHESTER	115	115	0	1,678	1,647	(31)
TOTAL IN-DISTRICT	1,407	1,443	36	26,285	25,991	(294)
TOTAL OUT-OF-DISTRICT	12	23	11			
TOTAL ENROLLMENT	1,419	1,466	47			

\* Enrollment figures used for 2011-2012 Assessment.

\*\* Enrollment figures used for 2010-2011 Assessment.

## DETERMINATION OF ASSESSMENT RATION

## TRANSPORTATION &amp; OTHER OPERATING BUDGET - determined by each Community according to October 1, 2011

Formula: The number of students from each member community enrolled at Massachusetts Regional Vocational Technical School divided by total Massachusetts Regional Vocational Technical School City school enrollment of member communities on October 1, 2011 equals the operating ratio.

Example: Ashley students enrolled at Massachusetts Regional Vocational Technical School on October 1, 2011 = 41  
Total Massachusetts Regional Vocational Technical School enrollment on October 1, 2011 = 1,442  
Therefore, ratio is 41 divided by 1,442

$$\frac{41}{1442} = 0.0284 \quad \text{or} \quad 2.84\%$$

## CAPITAL BUDGET - determined by each Community school according to October 1, 2011

Formula: The number of students from each member community enrolled in Grades 1 through 12 divided by the total number of students enrolled in Grades 1 through 12 of all member communities equals the capital assessment ratio.

Example: Woburn students enrolled grades 1 through 12 on October 1, 2011 = 1,847  
Total enrollment of 18 member communities in Grades 1 through 12 on October 1, 2011 = 25,651  
Therefore, ratio is 1,847 divided by 25,651

$$\frac{1847}{25651} = 0.072 \quad \text{or} \quad 7.2\%$$

RATIO COMPARISONS  
ASSESSMENTS

COMMUNITIES	TRANSPORTATION & OTHER OPERATING PERCENTAGES			CAPITAL PERCENTAGES *		
	10-01-10 (2011-2012)	10-01-11 (2012-2013)	INC/DEC	10-01-10 (2011-2012)	10-01-11 (2012-2013)	INC/DEC
Ashburnham	3.27	3.47		4.01	4.14	
Ashby	3.12	2.84		2.08	1.94	
Ashol	8.87	7.55		6.50	6.38	
Barn	7.70	2.84		3.57	3.45	
Berkley	28.64	28.55		21.50	21.88	
Belmont	13.88	14.38		8.93	10.01	
Beverly	0.56	0.35		4.44	4.37	
Billerica	3.34	3.81		12.17	12.43	
Billerica	3.37	3.74		3.35	3.13	
Beverly	4.55	4.78		6.32	6.28	
Belmont	0.43	0.55		0.72	0.61	
Belmont	1.42	1.25		0.94	1.04	
Billerica	1.00	0.97		2.51	2.28	
Billerica	1.49	1.48		0.58	0.62	
Billerica	3.77	3.74		5.25	5.31	
Billerica	7.29	7.48		4.92	4.87	
Billerica	4.05	4.30		4.74	4.84	
Billerica	8.17	7.97		6.38	6.42	
TOTALS	100.00	100.00		100.00	100.00	

\* Capital Percentages are used for BONDS and Capital cost.

FY'2013  
BUDGET SUMMARY

	APPROVED		PROPOSED		DIFF
	EXPENSE	REVENUE	EXPENSE	REVENUE	
(1) Gross Budget - Transportation & Other Operating	\$1,408,132	\$1,408,132	\$1,556,567	\$1,556,567	\$148,435
LESS: School Open Expenses	0	0	0	0	0
Transportation & Other Operating	(1,408,132)	(1,408,132)	(1,556,567)	(1,556,567)	(148,435)
Capital Budget - Equipment	(200,000)	(200,000)	(200,000)	(200,000)	0
Tuition	0	0	0	0	0
REVENUE (Principal & Interest)	(1,208,851)	(1,208,851)	(1,211,851)	(1,211,851)	(2,800)
(2) Net School Expense	\$199,281	\$199,281	\$344,717	\$344,717	\$145,436
LESS: Revenue	(12,801,322)	(12,801,322)	(13,727,489)	(13,727,489)	(926,167)
REQUIRED MINIMUM CONTRIBUTION	\$12,602,041	\$12,602,041	\$13,872,206	\$13,872,206	\$1,270,165
(3) Transportation & Other Operating, Budget	\$1,408,132	\$1,408,132	\$1,556,567	\$1,556,567	\$148,435
LESS: Estimated Transportation Aid	(800,578)	(800,578)	(775,058)	(775,058)	(25,520)
And Other Revenue	(722,000)	(722,000)	(880,000)	(880,000)	(158,000)
NET TRANSPORTATION & OTHER OPERATING	\$885,554	\$885,554	\$901,509	\$901,509	\$15,955
(4) Capital Budget - Equipment	\$200,000	\$200,000	\$200,000	\$200,000	\$0
LESS: Revenue	(100,000)	(100,000)	(100,000)	(100,000)	(0)
NET CAPITAL ASSESSMENT	\$100,000	\$100,000	\$100,000	\$100,000	\$0
(5) BONDS	\$1,208,851	\$1,208,851	\$1,211,851	\$1,211,851	\$3,000
LESS: SBA	(848,215)	(848,215)	(848,215)	(848,215)	0
NET BONDS	\$360,636	\$360,636	\$363,636	\$363,636	\$3,000
TOTAL ASSESSMENT (All Budgets)	\$1,268,686	\$1,268,686	\$1,275,145	\$1,275,145	\$6,459

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### In Summary.....

- Foundation Enrollment increased by 36 students to 1,443
- Foundation Budget increased by \$641/per student from \$14,163 to \$14,804/per student
- Required Minimum Net School Spending increased by 7.21% or \$1,435,825
- State Aid Chapter 70 increased by 6.4% or \$826,246
- Required Minimum District Contributions increased by 8.68% or \$609,679
- FY13 budget proposes completely funding capital with school funds
- FY13 budget proposes no operating spending above the required minimum net school spending

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## **Our Mission**

**We prepare students for  
lifelong learning and  
responsible community  
membership.**

**Lunenburg Public Schools**



## **Budget = Human and Material Resources for...**

- Guaranteed Viable Curriculum for All
- Preparing All Students for Success in College, Career and Life
- Facility Maintenance/Improvements
- Technology
  - For Instruction
  - For Effective Management

**Lunenburg Public Schools**



## Primary School Enrollment (Headcount includes Choice)

	FY07	FY08	FY09	FY10	FY11	FY12
Kindergarten	116	97	109	112	111	117
Grade 1	128	112	102	120	113	109
Grade 2	117	131	118	96	113	123
Total	361	340	329	328	337	349

**Lunenburg Public Schools**



## Thomas C. Passios Enrollment (Headcount)

	FY07	FY08	FY09	FY10	FY11	FY12
Grade 3	127	120	140	118	98	117
Grade 4	120	128	121	137	127	113
Grade 5	130	123	135	126	140	125
Total	377	371	395	381	365	355

**Lunenburg Public Schools**



## Turkey Hill Middle Enrollment (Headcount)

	FY07	FY08	FY09	FY10	FY11	FY12
Grade 6	131	138	132	140	128	141
Grade 7	143	138	131	127	128	122
Grade 8	143	138	135	135	129	121
Total	417	414	398	402	385	384

**Lunenburg Public Schools**



## Lunenburg High School Enrollment (Headcount)

	FY07	FY08	FY09	FY10	FY11	FY12
Grade 9	148	144	134	146	123	114
Grade 10	159	146	141	138	145	128
Grade 11	173	161	142	132	135	131
Grade 12+	154	159	160	136	137	134
Total	634	610	577	552	540	507

**Lunenburg Public Schools**





## TOTAL ENROLLMENT (Headcount K-12)

	FY07	FY08	FY09	FY10	FY11	FY12
Lunenburg Residents	1596	1563	1563	1513	1477	1513
Shirley	104	97	71	79	57	45
Choice	89	79	65	71	68	55
Total	1789	1735	1699	1663	1602	1613

**Lunenburg Public Schools**



## TOTAL Personnel FTE Full-time Equivalent

	FY07 through FY12	
Administrators	9.00	8.00
Teachers/ Counselors Nurses Therapists	139.80	129.80
Aides/Tutors	65.50	60.00
Total	214.30	197.80

	FY07 through FY12	
Non-Educator Professionals	13.15	12.60
Custodians	15.00	13.40
Total	28.15	26

Grand Total	242.45	223.80
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**Lunenburg Public Schools**



## FY13 School Budget Level Service

	FY11	FY12	FY13
	Actuals	Current	Level Service
Personnel	10,241,099	10,654,837	11,258,104
Non-Personnel	4,146,072	4,253,983	5,368,470
Total	14,387,171	14,908,820	16,626,574

**Lunenburg Public Schools**



## FY13 Non-Personnel Increases

Tuitions	320,502
ED Jobs Funding	299,425
Health Insurance	204,881
Transportation	181,460
Technology	21,569
Curriculum Adoption	20,000
Capital Improvement	15,257

**Lunenburg Public Schools**



## **Anticipated Revenues**

**House 1 Chapter 70 +\$586,000**

### **FY12 Grants**

- Kindergarten Grant – \$39,382
- Title I - \$115,663
- IDEA - \$350,554
- IDEA-Early Childhood \$11,975
- Title IIA - \$37,439

**Lunenburg Public Schools**



## **Revolving Funds FY12**

- Choice - \$326,000
- Non-Resident - \$428,231
- Circuit Breaker - \$397,000\*
- Athletics - \$100,000

\*We will be applying for extraordinary relief in the spring due to increased tuitions.

Anticipate approximately \$525,000 in CB funds for FY13 at current level of funding.

**Lunenburg Public Schools**



## **Closing the 1.2M Gap**

- Reduced Expenditures
  - Health Insurance Renewal Savings - \$133,000
  - Materials/Supplies - \$120,000
  - Personnel/Programs - \$850,000
- Increase Fees - \$97,000
  - Bussing, Facilities Use, Lunch, and Athletic

**Lunenburg Public Schools**



## **Closing the 1.2M Gap Central Office**

- Eliminate 2 of 3 Administrative Positions
  - Director of Instruction
  - Special Services Coordinator
- Reduced Hours for Instructional Technology Support
- Materials and Supplies Reduced by 25K

**Lunenburg Public Schools**



## **Closing the 1.2M Gap Primary School**

- Reduce one Special Education Teaching Position
- Reduce two Special Education Tutor Positions
- Eliminate part-time music educator position
- Discontinue use of Lexia Program
- Eliminate part-time library aide position

**Lunenburg Public Schools**



## **Closing the 1.2M Gap Thomas C. Passios School**

- Reduce one Special Education Teaching Position
- Reduce one Special Education Inclusion Tutor Position
- Reduce technology educator position (shared position with THMS)

**Lunenburg Public Schools**



## Closing the 1.2M Gap Turkey Hill Middle School

- Reduce one Special Education teaching position
- Reduce one 6<sup>th</sup> grade classroom teaching position (level service)
- Reduce technology/engineering teaching position (shared position with TCP)
- Reduce PE/Health teaching position
- Supplies and materials reduced by 10K

**Lunenburg Public Schools**



Turkey Hill Middle School

Enrollment	FY 09 398	FY 10 402	FY 11 385	FY 12 384	FY 13 389
Foreign Language Teachers	2.0	1.5	1.2*	1.0*	1.0*
Special Area Teachers	4.8*	4.8*	3.8**	4.0**	2.8**
Guidance	1.5**	1.5**	1.5**	1.5**	1.5**
Classroom Teachers	18	18	17.4	17.0**	16.2
Spec. Ed. Teachers	4	4	4	4	3
Administration	2	2	1	1	1
Sports	4	3	3	1	1
<b>TOTALS 21% reduction</b>	<b>32.3</b>	<b>31.8</b>	<b>28.9</b>	<b>28.5</b>	<b>25.5</b>

\* = shared with High School

\*\* = shared with Elementary School

**Lunenburg Public Schools**



## **Closing the 1.2M Gap Lunenburg High School**

- Eliminate Greenhouse Manager position = 2 sections of horticulture electives eliminated
- Eliminate Technology Education teaching position = 9 sections of elective offerings
- Eliminate part-time counseling and intervention professional positions
- Eliminate part-time custodial position

**Lunenburg Public Schools**



## **Closing the 1.2M Gap Lunenburg High School**

- Eliminate Study Hall Tutor/Peer Tutor Coordinator
- Reduce Special Education Aide Position
- Reduce supplies and materials by 20K

**Lunenburg Public Schools**



## **Closing the 1.2M Gap Facilities**

- Reduce 1.5 school custodian positions
- Reduce materials and supplies to program by \$61K
- Reductions in Athletics = \$25K
  - Savings in Transportation
  - Reduced number of games
  - Supplies and Materials
  - Increased Fees

**Lunenburg Public Schools**



## **Increase Revenue Fees**

- Facilities Use Fees
- School Lunch
  - Lunch Fees increase \$0.25/meal (\$45.00/yr./student)
  - Lunch Fees increase \$0.50/meal for adults
- Bussing
  - \$1 per day per student = \$180 per year
  - Family Maximum = \$500.00

**Lunenburg Public Schools**



### **Impact Statement due to reductions of a Special Educator and instructional tutors at the Lunenburg Primary School**

The vision statement of the Lunenburg Pubic School states that we "pride ourselves on excellence" that we "provide a child-centered environment that challenges all learners to achieve to their highest potential". It further states that we can only accomplish this "through a partnership with a supportive community." In my role as principal I will need to make decisions that are going to affect everyone in the learning environment, but most significantly our students. We currently have 355 students in Grades K – 2. We have 5 classroom teachers at each grade level, a special educator at each grade level and two instructional tutors in Grades 1 and 2. Staff at our school embraces an inclusive philosophy that supports all learners, not just students with disabilities. Our Special Educators and tutors help general educators create flexible grouping, differentiation and personalized learning by collecting and reviewing data systematically throughout the school year and providing in class support and in many cases, co-teaching. Benchmarking and progress monitoring our students are the cornerstones of our tiered system of interventions – an essential requirement of Response to Intervention (RTI) – *what will we do when children don't learn*. We need to know where the students are in order to bring them to higher levels. Our Special Educators and support staff work closely with the general education staff to accomplish this work. In addition, they work as consultants to the general educator and provide the needed support to differentiate the curriculum, develop effective strategies, and help to create smaller, more flexible groups to meet the needs of a diverse population. Reducing a Special Educator and 2 tutors will impact ALL learners at each of the grade levels in the areas of inclusive practices, co-teaching and Response to Intervention (RTI). The student to teacher ratio will increase from 16:1 to 22:1 or higher as the two remaining Special Educators and tutors will have responsibility for three grade levels, rather than one. Their caseload will increase (which includes additional assessments and testing, meetings and writing of Individual Education Plans (IEPs), hence decreasing the amount of time for direct intervention and instructional services, benchmarking and progress monitoring. This will result in general education teachers changing the way they instruct. Students will need to be pulled out for services rather than included in the general education classrooms with their peers. We have made enormous strides in this area since 2005 and now risk returning to an outdated methodology that research points to as having poor results in the long term. In order to meet the ever changing needs of our students (academic, as well as social/emotional) it is crucial that we maintain the level of service that will help our students reach their potential. We know that ALL students are capable of learning and are entitle to instructional excellence.

### **Impact Statement due to reduction of the Music Program**

All students have talents and can excel. This is just one of the many guiding beliefs of this school district. The Music program here in Lunenburg speaks for itself! Music affects the way students learn and helps them learn to focus. It offers students another way to demonstrate and integrate learning and have fun at the same time! It is considered one of the "other" intelligences. School districts across the commonwealth have cut the fine arts programs throughout the years. It seems that it is one of the first places Principals look to cut when faced with difficult budget decisions. Lunenburg has never looked at it that way. Although there have been reductions in the Arts since my tenure began in 2005, we have

fought to provide and maintain a quality program in both Art and Music education. One need only attend one of the many performances throughout the district to understand the passion there is in this community for the Music Program. Sadly, chorus has become an afterschool program for our Elementary students when just 5 years ago there were two choruses at the school. Statistics from a nationwide survey by the Gallup organization show that, "95% percent of Americans believe that music is a key-component in a child's well-rounded education, 80% percent of respondents agreed that music makes the participants smarter; 78% believe that learning a musical instrument helps students perform better in other subject areas; and 88% believe participation in music helps teach children discipline", it is apparent that music and art programs in schools are crucial in children's education. You might ask why I chose to recommend Music and not another program. The answer is that we have nowhere else to go. Do we cut Art or Library or Guidance services? All are fundamental and essential to meet the needs of our students. I do not know how we will provide the well-rounded education our students are entitled to by making these reductions.

### **Impact Statement due to reduction of Lexia Program**

This is the first year that we have used the web-enabled version of the software. Lexia is providing differentiated practice, embedded assessment and targeted instruction for our students school-wide and has been for over 10 years. Lexia is the breakthrough in reading education that provides a research-proven method for students to acquire foundational reading skills. It's norm-referenced, embedded assessment—providing a prediction of student outcomes and prescriptions of intensity of instruction—all without interrupting the flow of instruction to administer a test. It provides the necessary practice in order to allow teachers to spend more time teaching, students to spend more time learning, and where all students' reading skills are improved. Eliminating Lexia could potentially jeopardize the successful acquisition of early reading skills and significantly reduce our ability to provide proven interventions for all beginning readers.

### **Potential reduction of Library aide and its impact**

Cutting the Library aide would necessitate shifting the responsibilities of managing the vast collection, conducting research with and for students/teachers and checking out books to Mrs. MacDougall. This would significantly change how the Library program is managed, reducing the time that students spend on activities that increase literacy. Although she does a wonderful job of managing and integrating two positions in our school (Art and Library), Mrs. MacDougall would be handling more management activities rather than interacting with students, collaborating with teachers or teaching research and literacy skills.

# **Impact of Budget Cuts at Thomas C. Passios Elementary School for FY' 2013**

## **Proposed Cuts:**

1. One special services teacher
2. One special services tutor
3. One half-time technology teacher

## **Impact:**

### **1. Loss of one Special Services Teacher**

- Increase of IEP case load for other Special Educators from 21 to 31 (previous with three teachers:  $62/3=20\frac{2}{3}$ ; proposed with two teachers  $62/2=31$ )
  - Increase in time spent on completing evaluation tasks (writing, amending, maintaining) as mandated by state and federal law; thus, diminishing time providing directed instruction and support for all students in the inclusion classroom not just special services students
  - Increase in the number of meetings to attend with parents and teachers
  - Increase in the time required to prepare progress monitoring reports
- Negative impact on the inclusion model, flexible grouping for high end learners as well as struggling learners, co-teaching, in-class monitoring and support (previous with three teachers:  $38/3=12\frac{2}{3}$ ; proposed with two teachers  $38/2=19$ )
- Content area teachers will have increased responsibilities for meeting the needs of all students (disabled as well as non-disabled) without the assistance of the special education teacher in their classroom

### **2. Loss of half-time technology teacher**

- Students will no longer have access to 21st century technology skills through directed instruction with a certified technology teacher in topics such as Internet safety, keyboarding, word processing, spread sheets, and presentations
- MCAS technology standards in the 5<sup>th</sup> grade Science and Technology test will need to be addressed by content area teachers who may not possess the requisite skills or background knowledge
- The TCP Specials Block would no longer be viable due to the loss of technology thereby impacting the master schedule and reducing teacher meeting and common planning times

### **3. Loss of a classroom tutor**

- Increase of student-teacher ratio resulting in teachers, tutors, and aides being responsible for more students
- With increased load and demands, the Research Skills class previously taught by the tutors will have to be discontinued

### **4. Elimination of Common Planning Time**

- Teachers will no longer be able to plan together, collaborate on assignments, and share best practices during the school day
- Common planning is an essential component of effective schools that fosters teaching, learning, effective classroom management, and building meaningful relationships. Loss of common planning time negatively impacts the ability of teachers to plan ways to integrate the curriculum, analyze assessment data, examine student work, discuss current research, and reflect on the effectiveness of instructional approaches being used.

#### **5. Loss of one teacher and one tutor will increase the size of Power Block sections**

- Power Block was instrumental in TCP making AYP because it addressed the specific learning needs of students in directed small group instruction. Less teachers and aides will increase size of directed instruction small groups and reduce the effectiveness of the program.

#### **6. Decrease in supplies and materials budget**

- Bare bones budget for supplies will result in a reduction of resources and materials available for students to access and support learning

#### **7. Social Emotional Ramifications**

- Reduction in staff will result in a lessening of building personal relationship and trust
- Decrease in staff will reduce personalized attention

### Impact of Budget Cuts at Thomas C. Passios Elementary School for FY' 2013

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Population</b>	Student – teacher ratio Grade 3 25:1 or 26:1 Grade 4 23:1 Grade 5 22:1	371 students 16 classrooms Average class size 23	393 students 18 classrooms Average class size 22	388 students 18 classrooms Average class size 22	365 students 16 classrooms Average class size 23	358 students 15 classrooms Average class size 24	354 students (based on enrollment 3/1/2012) 15 classrooms Average class size (projected) 24
<b>Reductions</b>					Cut classroom teacher in Grade 3 and in Grade 4	Cut one grade 5 teacher Limited hiring of substitutes	Cut one special services teacher Cut one special services tutor Cut one half-time technology teacher Eliminate Common Planning Time Terminate Research Skills Class
<b>Restorations /Increases</b>		Tutoring positions in grades 3 and 5	Additional Classroom Teacher in Grade 4 and in Grade 5		Hiring of two part-time tutors for Power Blocks		
<b>Budget</b>			Budget Freeze	Budget Freeze	Budget Freeze	Budget freeze	
<b>New and Ongoing Initiatives</b>	Co-teaching UbD Results Literacy (Jr. Great Books) GEMS curriculum Rules & Logical Consequences Anti-Bullying Contract Pyramid of Success	Co-teaching UbD Results Literacy (Jr. Great Books) Responsive Classroom Rules & Logical Consequences Pyramid of Success Friendship Club	Response to Intervention (RTI) Literacy (Jr. Great Books) Word Study Community Service Learning Technology Integration Responsive Classroom Rules & Logical Consequences Schooling by Design Pyramid of Success Response to Reading Intervention	Junior Great Books Literacy Inclusive Practices GEMS Curriculum Responsive Classroom Pyramid of Success Response to Reading Intervention Responsive Classroom	Mantra: "Good Enough is NOT Good Enough...Strive for Excellence" Trifecta: • Study Island • Project Based Learning • Power Blocks Responsive Classroom Junior Great Books	Response to Intervention(RTI) Teacher Support Team (TST) Establishment of a Research Skills Class Responsive Classroom Junior Great Books Trifecta (tweaked): • Study Island • Project Based Learning • Power Blocks	
<b>Firsts</b>	Standards Based Report Cards	Handicapped Ramp Installed	TCP Constitution All-School Meetings Lexia Symphony Math	Principal's Council Recycling Math Essentials Fraction Attraction	Summer Adventures Program Brain Gym ELA Day Math Day School Spirit Days	Electronic Standards-Based Report Cards Common Planning R.E.D. (Read Every Day Program Reduce/Reuse/Recycle Program	
<b>Milestones</b>		New security system Two way radios purchased for communication New lighting New bulletin boards	Pick-A-Time New Cafeteria Tables	Empty Bowls C.A.R.E.S. Mix It Up Lunch Days MealPay New library opened	TCP Makes Adequate Yearly Progress (AYP) in student growth in the aggregate as well as in all subgroups and is recognized as a Commendation School by D.E.S.E.	PowerSchool	

## Impact of the reductions of the FY'13 School Budget

The chart illustrates the history of reductions, shared faculty members (in Full Time Equivalents FTE) reduction in middle school team sport opportunities and enrollment for Turkey Hill Middle School over the past five fiscal years.

### Turkey Hill Middle School

Enrollment	FY 09 398	FY 10 402	FY 11 385	FY 12 384	FY 13 389
Foreign Language Teachers	2.0	1.5	1.2*	1.0*	1.0*
Special Area Teachers	4.8*	4.8*	3.8**	4.0**	2.8**
Guidance	1.5**	1.5**	1.5**	1.5**	1.5**
Classroom Teachers	18	18	17.4	17.0**	16.2
Spec. Ed. Teachers	4	4	4	4	3
Administration	2	2	1	1	1
Sports	4	3	3	1	1
<b>TOTALS 21% reduction</b>	<b>32.3</b>	<b>31.8</b>	<b>28.9</b>	<b>28.5</b>	<b>25.5</b>

\* = shared with High School

\*\* = shared with Elementary School

## **FY 2013 Proposed budget cuts**

### **Reduction of a special education teacher**

#### **Impact:**

- Special education teacher caseloads will increase from approximately 18-20 to 30-31
- Significantly increases time spent on completing evaluations as mandated by state and federal law; thus, decreasing instructional time with students in the classroom
- Content area teachers will have a dramatically increased responsibility for meeting the needs of both students with and without disabilities and without the benefit of special education teachers in their classrooms
- This greatly restricts the content area teacher's ability to provide flexible groupings for high end learners and struggling learners
- Eliminates the co teaching model of instruction where two licensed educators share student responsibilities in the classroom

### **Reduction of a grade six teacher (Level Service)**

#### **Impact:**

- Interdisciplinary teams will have to be reconfigured to encompass one team of two teachers and one team of three teachers with reduced special education support and classroom teacher expertise
- Reduction in faculty for a traditionally difficult transitional time for all students (grade 5 to 6)

### **Reduction of half time technology/ engineering teacher**

#### **Impact:**

- Reduces the services we provide to all students in preparing and providing the expertise they need to thrive in a technology based society as well as teaching important concepts as internet safety, keyboarding and use of programs such as *power point and excel*
- Reduces the support provided for the engineering piece of the curriculum for grade eight Science and MCAS testing
- Increases classroom teacher responsibility to incorporate technology skill building into the classroom
- Reduction at the specialist level also restricts our ability to provide teacher preparation time and eliminates common planning time during the school day; a reduction of common planning time of this proportion has not been seen at the middle school level
- Common planning time one of the pillars in which a successful middle school philosophy is built

### **The equivalent of a reduction of a full time physical education/health teacher**

#### **Impact:**

- The sharing of the physical education/health teachers with the elementary school will eliminate our ability to provide health specific instruction separate from physical education classes to each grade level as we do now
- Health classes are critical to early adolescents at the middle school level in order to develop an understanding of human development, changes of adolescents
- It reduces our ability to educate around anti-bullying, nutrition and healthy choices and healthy decision making



- Reduces the ability to provide preparation and common planning time to teachers in the building

- **Reduction of \$10,000 of supplies and materials**

**Impact:**

The reduction decreases the amount of resources and materials allocated for students to access and supplement the curriculum

## Budget Impact Statements

### Lunenburg High School

1. Greenhouse Manager – a unique academic and community program will be eliminated – fewer options for students to engage in hands-on academic experience.  
Loss of 2 sections of Horticulture I directly impacts between 24 - 30 LHS students.  
Over the years, LHS students have received awards at the Annual Spring Flower Show in Boston and this program was a commendation in the NEASC report of 2010.
2. Elimination of the Technology Education Program and all of the 6 elective offerings. The loss of 9 sections directly impacts 120 LHS students. These hands-on programs currently enroll students from across grades 9-12 from all ability levels.
3. .4 School Adjustment Counselor – loss of a key support person to the Student Support Team. Currently the number of students at LHS who are at risk are greater and require more intensive interventions than in the past. With fewer resources meeting the needs of those students will be difficult.
4. RTI – will derail the progress made over the last 6 months  
A structured program with a range of interventions will lose a key component and will directly impact our most vulnerable population.
5. .5 Custodian – maintenance and cleanliness of the school will decline
6. Study Hall Tutor/Peer Tutor Coordinator – another RTI resource eliminated and common planning time for teachers will also be eliminated. Common planning time was used by teachers to review and revise departmental curriculum, and to develop common assessments as well as interdisciplinary units.  
The NEASC report commended Lunenburg High School for providing common planning time and cited Lunenburg High School for its lack of interdisciplinary opportunities.
7. Special Education Aide – a key support person to our most at-risk population will be eliminated
8. Operating Budget – LHS will be operating on a bare bones operating budget – needed items will not be replaced (science equipment) new equipment to support programmatic changes (art and science) will not be purchased and updated technology tools will not be purchased (math and foreign language).  
The NEASC report cited Lunenburg High School for having a lack of adequate technology for the students. In addition, the commission cited Lunenburg High School in the area of maintenance, repair and replacement of classroom equipment needed to deliver instruction.

## **Impact Statement**

The proposed reductions to the School Maintenance budget will cause the school buildings to begin a fairly rapid decline in condition due to a lack of maintenance. This decline will have three primary impacts.

**Personal Injury** Risk of personal injury will rise as repair will not be completed in a timely manner. The risk will not necessarily be very obvious but it will nonetheless. The maintenance of mechanical equipment will suffer which will tend to impact air quality and ventilation, less cleaning will result in higher chances of illness to staff and students, frequency of inspections on indoor and outdoor bleachers, playgrounds, reduced fire safety corrections will in more violations and the higher risk that an event would occur that will cause liability.

**Equipment Damage** Equipment that requires preventative maintenance will not be serviced in a timely manner which may cause long term damage to the equipment which may result in wasting the funds in the long term for maintaining of the buildings. Other items will unfortunately be allowed to stay broken due to the lack of funds to repair them. Small roof leaks will be tolerated which will cause potential damage to asbestos, ceilings, and concern about mold.

**Loss of Funds** Loss of the 2% reimbursement funds for an excellent maintenance program under the Massachusetts School Building Authority. The reimbursement rate is scaled so a town could earn up to 2% which on a \$35M project would be \$700,000. The proposed cuts would likely reduce the reimbursement to near zero as the proposed cuts are so radical that all maintenance programs would be reactive, without standards, and non-supportive of the learning environment.

The proposed cuts to personnel are severe, the evening staff that does the bulk of the cleaning of the building will be reduced by 23%, the impact is hard to understand because we are not able to cut support to programs only the quality of the support. We do not understand the ripple effects of the cuts but it is clear that we will have little to no flexibility in the care of the buildings and support. Maintenance workers and likely the Director of Facilities will frequently have to fill in for the custodial staff absences. Early closure of buildings due to a lack of custodial staff will likely be common.

The proposed cuts of \$61,000 in materials will result in the following impacts.

- A. Eliminate all school department capital improvement in FY 13 items specifically cut are:
  - 1. Cancellation of installation a Kitchen Fire suppression system that per Lunenburg Fire Department is mandated by state fire regulations (\$6,000)
  - 2. Replacement of upholstered chairs that do not meet fire code. (\$8,600)
  - 3. Replacement folding chairs for the district which will require the continued use of old folding chairs that are experiencing a high failure rate risking the

liability of personal injury to users or the expenditure for rental chairs for large scale events. (\$6,500)

- B. Reduction in funds for grounds maintenance \$3,600, reduction in funds for emergency expenditure -\$2500, add to the risk that the budget for maintenance will be insufficient to fund all required repairs.

### **Conclusion**

The proposed reductions will return the school maintenance effort to pre 1995 staffing levels with an additional 50,000 SF and 12 acres to care for. Raising revenue to facilities users has been proposed by the Director of Facilities to raise \$30,000 to help pay for outsourcing grounds maintenance. In short, the proposed budget will result in a broken school maintenance system which will be poorly received by all building users resulting in a very high frustration level for all users.

## **Impact Statement**

The proposed the elimination of a Director of Instructional Services and elimination of the professional development budget will severely impact the student learning and the quality of teaching across the district and compromise all educational programs.

**Student Learning** The primary responsibility of the Director of Instructional Services is working with the superintendent, building administrators, Coordinator of Special Services and teachers to ensure high quality curriculum, assessment and instruction for ALL students. Through the leadership of the Director of Instructional Services the following programs were embedded into the instructional lives of our students: Responsive Classroom, Developmental Designs at THMS, GEMS Curriculum, Great Books, Understanding by Design, Inclusion, Response to Intervention, Six Traits Writing, Daily 5, Technology Engineering, Power Block and Community Service Learning.

Picture our students not being in the Circle of Power and Respect, students not reading to self, students not being in a Great Books discussion and not engaged in authentic/real world tasks or Community Service Learning.

What future experiences will our students not have since no one person is focused solely on student learning? Who will ensure the implementation and fidelity of the current instructional program?

**Teacher Quality** The second responsibility of the Director of Instructional Services is to work with all teachers PreK-12 to ensure high levels of teaching and learning. This has been achieved through high quality, job-embedded professional development, New Teacher Induction Program and the development of curriculum and assessment. Currently Lunenburg teachers have access on-site graduate level courses after schools and during the summer, CPR and First Aid Training and technology training in Web 2.0 tools and Google Docs. New teachers participate in three years of graduate level courses and are mentored by a Mentor Team and the Director of Instructional Services.

Picture our district with no on-site professional development, no new teacher induction program and no formal review of curriculum and assessments.

How will all teachers receive the on-going professional development that is needed to address the needs of our 21<sup>st</sup> century learners? Do you want your child to have a new teacher who has not been inducted and oriented the high expectations of the Lunenburg Public Schools? Do we want our children to have out-dated curriculum and assessments?

**Research and Development** The third responsibility of the Director of Instructional Services is to stay current on best research-based practices and share the information with the superintendent, building principals and teachers. Just as companies do research and development, schools need one person who carefully and thoroughly researches best practices to our educators. As the result of research and development, our administrators

have stayed current with educational readings, our teachers receive regular e-mails with updates and educational opportunities and our students have cutting-edge instruction.

How will research on full-day kindergarten, inclusion, retention and drop-out rates be completed? Can we afford not to carefully vet new curriculum materials and programs before purchasing through curriculum adoption?

**Grant Writing** Another responsibility of the Director of Instructional Services is writing all grants. Currently the director is responsible for the Title I Grant (\$85,000.) Title IIA Grant (\$35,000.) Academic Support Grant (5,000). Currently a competitive grant for Title I Partnership (59,000) has been submitted and in the past we have applied and received Academic Enhancement Grants (\$5,000) and Community Service Learning Grants (\$5,000). The Director of Instructional Services also oversee the grant process and reporting. In addition to the fiscal management and program implementation, each grant has specific reporting and compliance demands.

Who will oversee the entitlement grants? Will the district be able to seek competitive grants? Can the district stay in compliance given the demands of each of the grants?

**Federal and State Mandates** The Director of Instructional is the English Language Learner Coordinator for the District, Civil Rights Coordinator, Title IX Coordinator. Next year the district will go through a Coordinated Program Review for Civil Rights, Title I and our English Language Learner Program.

Who will take on these roles? Who will prepare for a Coordinated Program Review? Will the district be in compliance?

**Communication, Relationships, Support and Accountability** The most important aspect of the Director of Instructional Services is with the superintendent and principals, to communicate a compelling vision of ALL students learning at high levels, building the relationships with staff and teachers, providing the necessary support and holding everyone accountable for student learning.

Currently communication and relationships are achieved through daily interactions, e-mails, Ledger articles, faculty meeting, task forces, professional development days and course work. Support is provided through classroom observations, peer observation, materials and supplies. Accountability is achieved through the peer review process and walkthroughs. Institutional change is complex and requires careful monitoring and follow-through.

How will the Lunenburg Public Schools move the educational process forward for ALL children with the loss of two key administrative roles (Director of Instructional Services and the Special Service Coordinator)? How can the superintendent and the building principals (already taxed and over-worked) pick up any additional responsibilities? How will our students and teachers be impacted? Can the Lunenburg Public Schools continue to be a high-performing school with this level of funding?